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ABSTRACT

Two one-week Life/Career Guidance, Counseling, and Placement Planning Seminars were held for South Dakota school counselors. These seminars were sponsored by SDCE and planned in conjunction with SDSU, Pupil Personnel, and the Division of Vocational-Technical Education. The major thrust of the workshops involved the planning of well-rounded guidance, counseling, and placement programs. Participants were using, for the first time, the South Dakota Counselor's Workbook and student needs assessment data which had been collected prior to the workshops. Input sessions consisted primarily of life/career topics. Many of the activities and procedures discussed in the input sessions were adopted by the participants as part of their local guidance program. The end result of the workshops was the development of guidance programs based on student needs which will serve as local counselor accountability models. (Author)

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Counselor's workbook

Education
Self
Acceptance
Career
Responsibility
Other
Awareness
Understanding

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SOUTH DAKOTA MODEL

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FOREWORD

This guidance model was developed in cooperation with the Career Guidance, Counseling and Placement Project, University of Missouri-Columbia, funded through a grant (OEG-0-71-4663) from the U.S. Office of Education, and designed in cooperation with the Division of Elementary and Secondary Education, Career Education, and a task force headed by Orville Schmieding.

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Additional copies of this workbook are available through:

Guidance Services
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State Capital Building
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INTRODUCTION

This Counselor's Workbook was prepared to assist school counselors of South Dakota in the planning, development, implementation, and evaluation of an effective guidance and counseling program.

Presented in this workbook are an accountability model, a needs assessment instrument, and suggested objectives and accompanying activities to aid a counselor in the development of an effective program. The sample activities in the workbook are intended to be a base from which the counselor can begin developing a program to meet local student needs. It is to be emphasized that the accountability process presented in this workbook is primarily based on student needs.

The workbook is designed to be just that, a workbook--space is provided for needs assessment data, planning activities, and criteria for evaluation. Sample objectives and activities are provided, but the counselor should feel free to change, modify, or create other objectives and activities more suitable to local student needs.

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SOUTH DAKOTA COUNSELOR ACCOUNTABILITY MODEL

There has been a growing interest and concern for accountability in the schools over the past decade. Counselor Accountability is a response to this concern. The accountability model described in this workbook was developed as a guide for counselors in planning, reformulating and evaluating their guidance program. It is not intended to be a Division of Elementary and Secondary Education requirement but serves only as a tool you may use. Hopefully, it will provide positive results for you in planning and justifying your school guidance program to your administrators and school board.

The accountability model described includes five phases. The phases are (1) assessing needs, (2) prioritizing needs, (3) developing objectives, (4) developing activities to achieve objectives, and (5) evaluating the program.

The accountability model is flexible. The counselor would continually look at his program, changing objectives and activities as the need arises. You are not locked into the plan you would develop at the beginning of the year.

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1.0 ASSESSING NEEDS

A needs assessment is one of the most common methods for gaining data to establish objectives. It helps the counselor answer the question "what are the most important needs of pupils that can be satisfied by a guidance program?" The needs assessment will also indicate student needs which may be met by other programs in the school or by a combination of school programs. Ideally a needs assessment would have a total school impact.

1.1 Competency required:

The counselor must be able to assess the needs and/or expectations of the population(s) to be served.

1.2 Outcome-stated objective:

Obtain usable data indicating the needs and/or expectations of the population(s) to be served.

1.11 Process: Identify decision makers	1.11 Outcome: A listing of all those whose decisions are needed in order to use the obtained data
1.12 Process: Identify population(s) to be served (pupils, parents, teachers, administrator, ethnic composition, socio-economics, etc.)	1.12 Outcome: A listing of all those whose decisions are needed in order to use the obtained data
1.13 Process: Identify areas of concern of the population(s) to be served (Assessment Survey)	1.13 Outcome: A listing of the areas of concern of the population(s) to be served
1.14 Process: Collect and analyze data	1.14 Outcome: Data collected and analyzed

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2.0 SETTING PRIORITIES

The needs assessment data provides the direction for the development of objectives. However with the schools limited staff, facilities and resources, a prioritization of the counselor activities is necessary.

2.1 Competency required:

The counselor must be able to determine guidance priorities based on identified needs.

2.2 Outcome-stated objective:

Establish priorities of identified guidance needs of the populations to be served based on the utilization of personnel and resources.

2.11 Process: Organize the statement of guidance needs based on priority	2.11 Outcome: A priority listing of guidance needs
2.12 Process: Reconcile the difference between the personal competencies, present program and the needs assessment. (Compare what is and what ought to be)	2.12 Outcome: A listing reconciling the differences between present program and expressed student needs
2.13 Process: Define the existing conditions and the changes that should be made as identified by the priority listing of guidance needs	2.13 Outcome: A priority statement of the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions

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3.0 DEVELOPING OBJECTIVES

An objective is simply a statement of a desired outcome, communicating an intent designed to meet the needs of the student. An objective would communicate what you intend to accomplish, for whom and when you know it is accomplished.

The current guidance program in a school or district is a source of many excellent objectives. A potential objective can be derived from each student activity or set of activities for which a desired outcome can be stated. In deriving objectives from the current program, counselors evaluate each derived objective to determine whether they wish to retain it as a desired outcome of their objectives-based program.

In addition to his current program the counselor may also include objectives which relate to problem solving, innovations and professional growth.

3.1 Competency required:

The counselor must be able to formulate measureable objectives from identified needs and priorities.

3.2 Outcome-stated objective:

Identified priority needs will be used to formulate measureable statements of purpose.

3.11 Process: Determine the systematic approach to be used in classifying the types of objectives so as to achieve an economy of thought and action (i.e., Individual Counseling, Group, Career, Testing, etc.)	3.11 Outcome: A systematic approach for the classification of objectives
3.12 Process: Define objectives in outcome-stated terms	3.12 Outcome: A list of defined objectives stated in terms of pupil outcome
3.13 Process: Define criteria for knowing when objectives are achieved	3.13 Outcome: Criteria which measure the achievement of objectives
3.14 Process: Establish timeline for achievement of the classified, defined, outcome-stated objectives	3.14 Outcome: An established timeline
3.15 Process: Develop a plan for gathering and interpreting data to appraise the effectiveness of the objectives (observation, survey, testing, etc.)	3.15 Outcome: A plan for gathering and interpreting data to approve effectiveness of the objectives

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4.0 DEVELOPING ACTIVITIES TO ACHIEVE OBJECTIVES

Activities are the processes the counselor selects to bring about the outcome stated in the objective. Activities which have proven successful in the past will be utilized, innovations planned, other resources contacted or professional inservice planned. New activities in particular will probably involve paving the way with public relations, involving other personnel and planning for your own personal inservice.

4.1 Competency required:

The counselor must be able to formulate specific activities relative to achieving objectives.

4.2 Outcome-stated objective:

Specific processes will be formulated which are relevant to achieving objectives.

4.11 Process: Develop processes or activities which will achieve defined objectives	4.11 Outcome: A listing of processes which will achieve defined objectives
4.12 Process: Describe personnel, material, and financial resources necessary for processes to accomplish objectives	4.12 Outcome: A written description of the personnel, material, and financial resources needed for processes to accomplish objectives
4.13 Process: Develop a sequential plan of action coordinating resources necessary, with each process on a timeline	4.13 Outcome: A sequential plan for the coordination of the resources necessary to accomplish each process on a timeline
4.14 Process: Develop desired pupil outcome statement(s) in measureable terms, for each process	4.14 Outcome: Each process contains measureable statement(s) of desired pupil outcome

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5.0 EVALUATING THE PROGRAM

Evaluation is based on the degree of attainment towards the stated objectives. Did you do what you said you would? What pupil behaviors indicate the attainment of the objective?

Evaluation will probably be ongoing and continuous and lend itself to amending or changing objectives and activities.

5.1 Competency required:

The counselor must be able to coordinate a continuing evaluation.

5.2 Outcome-stated objective:

The evaluation will provide indicators of program progress and/or the need for modification.

5.11 Process: Develop a specific evaluation design for the objectives of the guidance program	5.11 Outcome: A design for the evaluation of the objectives of the guidance program
5.12 Process: Develop a recycling plan to feed the evaluation of a given objective or process back to the needs assessment or other appropriate phase of planning	5.12 Outcome: A recycling plan
5.13 Process: Communicate evaluation results to decision makers in usable form	5.13 Outcome: A written and oral evaluation report presented to decision makers

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OBJECTIVES AND ACTIVITIES BASED ON NEEDS SURVEY

Purpose

The following section is designed to aid counselors in the performance of their guidance functions. This section is based on the South Dakota Needs Assessment Survey. All suggested objectives and activities are related to this survey. Sixteen separate student need categories are identified. They are as follows:

1. Understanding and accepting self.
2. Developing responsibility for self.
3. Understanding others.
4. Being understood by others.
5. Relating to others.
6. Clarifying values.
7. Assessing self.
8. Making decisions.
9. Understanding sexual identity.
10. Understanding the guidance program.
11. Selecting courses and making educational plans.
12. Making post high school plans.
13. Developing career awareness.
14. Exploring careers.
15. Planning careers.
16. Finding jobs and careers.

Each of the preceding categories contain several needs assessment items. Some items are used in more than one category due to overlapping characteristics of the items.

The survey is designed primarily to measure student needs. It is recognized that other individuals are served by the guidance program. However, the thrust of this workbook is aimed at meeting student needs.

Use

This workbook is designed to actively involve the school counselor in defining local needs, objectives and activities, procedures and resources. The following outline is a suggested guide for using this workbook:

1. Administer needs assessment survey to an adequate student sample.
2. Collect and tabulate sample data.

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3. Record the assessment data in the spaces provided on the student need catagories forms. Below is an example of how this assessment data may be recorded.

STUDENT NEED: Understanding Others

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE 9	71/63	42/57	10/7	3/1	44. To better understand adults.	21/70	65/44	70/14
GRADE 11								

In the example provided an overwhelming majority of ninth and eleventh graders felt understanding adults to be a moderate or strong need. However, a majority of ninth grade students did not feel this need was being met, whereas, most eleventh graders did.

4. Define a priority list of needs for your guidance program.
5. In high need areas develop objectives, activities and procedures either by using the prepared information in this workbook or by yourself.
6. As you modify or develop objectives, activities and procedures, it is suggested that you incorporate them into this workbook.
7. Space is provided in the workbook for you to indicate how you plan to evaluate the objective(s).
8. Utilize student satisfaction data to determine whether the objectives are being appropriately met.

You are encouraged to be creative, innovative and flexible in the use of this workbook. It is not intended as a rigid guide. For example, important guidance functions such as follow-up, referral, public relations, professional development, staff relationships, etc., were not included in the needs survey. These functions are more appropriately defined as program, school, or counselor needs rather than student needs.

All activities and resources are merely suggestions to help you in more effectively using this workbook. It is not the intent to be all inclusive or to endorse any one particular resource or company.

STUDENT NEED: Understanding and Accepting Self

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					13. To understand my abilities, interests, and other characteristics.			
GRADE___ GRADE___					23. To understand, accept and like myself better.			
GRADE___ GRADE___					27. To develop confidence in myself.			
GRADE___ GRADE___					34. To understand how my feelings affect my behavior.			
GRADE___ GRADE___					60. To learn how to be more accepting of my appearance.			

OBJECTIVE: To facilitate awareness of personal goals, capabilities, and feelings so as to encourage positive self-concept.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Small Group Awareness Work	1. Discuss the purpose of small group awareness work with the administration and gain support. 2. Form small groups ranging from 3-5 members. 3. Utilize sensitivity and awareness materials, e.g., the book Awareness by John Stevens.	Counselor Teacher Book-Awareness by John Stevens
B. DUSO and/or Magic Circle	1. Arrange time to use DUSO or Magic Circle. (suggested for elementary grades)	Teacher Counselor DUSO Kit Magic Circle Kit
C. Introductory Paragraph	1. Student prepares an introductory paragraph describing self as he/she sees self and would want to be introduced to a group of people. 2. Student completes paragraph, but is not required to turn it in. Opportunity for conference with teacher or counselor is provided.	Counselor Teacher

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D. The Ungame	1. Arrange blocks of time to use the game. 2. Form small groups of students. 3. Give students freedom to move at their own pace, allowing interaction, etc.	Teacher Counselor The Ungame
E. Personal Counseling	1. Students are given explanations of the services available and the special relationship between student and counselor. Procedure for contacting counselor is explained. 2. Provide individual, personal counseling to all students requesting these services.	Counselor

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Developing Responsibility for Self

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					26. To set my goals in life.			
GRADE___ GRADE___					31. To learn how to tell others how I feel.			
GRADE___ GRADE___					39. To be a better listener and respond better to others.			
GRADE___ GRADE___					41. To independently state my own views.			
GRADE___ GRADE___								

OBJECTIVE: To learn how to share feelings as well as accept the feelings of others, so as to provide opportunity for the student to determine individual goals for his/her life.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. "U" Game	1. Students sit in a u-shape, with teacher sitting in opening of the "U". 2. Students form small groups (3-5 members), remaining in "U" formation. 3. Leader asks each group of students a question. 4. A spokesman from each group is called upon to give the group's answer. Student must listen to other group member's ideas, since no one knows who will be the spokesman until the leader calls on someone. 5. Continue exercise, changing group composition. 6. Questions relating to values and/or goals may be used to further facilitate awareness of others' feelings.	Teacher Counselor Student leader
B. Self-Report	1. Students are asked to write a self-report answering these questions: "What do you plan to do with your life? "Is life important to you? Why or why not?"	Teacher Counselor

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	2. Emphasize that the papers will not be collected or graded. 3. Opportunity for discussion with counselor or teacher is provided if the student chooses.	
C. Film--"Only Human"	1. Arrange time and permission for showing film. 2. Set up necessary media equipment. 3. Allow time for group discussion after viewing the film.	Teacher Counselor Film--"Only Human" from NIMH

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Understanding Others

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					39. To be a better listener and respond better to others.			
GRADE___ GRADE___					43. To better understand my teachers.			
GRADE___ GRADE___					44. To better understand adults.			
GRADE___ GRADE___					45. To more easily accept others.			
GRADE___ GRADE___					46. To build bonds of trust with people.			

OBJECTIVE: To become more aware of the feelings of others so as to facilitate genuine concern, understanding, acceptance, and appreciation of individuals with whom the student comes into contact.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Cassette Tape Called "Are You Listening?"	1. Arrange to use this 6-minute tape which is a communication tool to evaluate how well we listen. 2. Allow time for group discussion after listening to tape.	Teacher Counselor Cassette tape called "Are You Listening?"
B. Role-Playing	1. Real life situations dealing with barriers to communication are presented to students. They are each given an opportunity to role-play different characters and make them come to life.	Teacher Counselor
C. Filmstrip & Record Called "Becoming Aware"	1. Provide adequate time to view and discuss filmstrip.(1 hour) 2. Secure necessary media equipment.	Teacher Counselor Filmstrip & record called "Becoming Aware"--J.C.Penny Co.

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D. Film--"Cypher in Snow"	1. Gain administrative approval and support. 2. Set an evening date. 3. Arrange for suitable room to show film. 4. Invite community; i.e., parents, teachers, students. 5. After viewing film, form small discussion groups.(Cross-section of interest groups is suggested) 6. Allow 1½-2 hrs. of time for the total process.	Teacher Counselor Film called "Cypher in the Snow"--Brigham Young University
E. Game--"Being Aware"	1. Form small groups of students. (3-5 members) 2. Give students necessary freedom to use this game.	Teacher Counselor Game--"Being Aware"

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Being Understood By Others

GRADE LEVEL	STUDENT NEED s	a	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION a	pa	not
GRADE___ GRADE___					29. To talk about personal concerns with a counselor.			
GRADE___ GRADE___					30. To have someone listen to me when I have a problem.			
GRADE___ GRADE___					31. To learn how to tell others how I feel.			
GRADE___ GRADE___					36. To know how to get along with my family.			
GRADE___ GRADE___								

OBJECTIVE: To provide the students with appropriate experiences which will allow them to relate their personal concerns, problems, and feelings.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Individual Counseling	1. Secure teacher and administration cooperation. 2. Students will be given an explanation of the counseling services available and the special type of relationship between student and counselor. Student will be informed of how to contact the counselor. 3. Provide individual counseling to all students requesting the services.	Counselor
B. Cassette Tape Called "Are You Listening?"	1. Secure materials and arrange time and place to perform activity. 2. Allow time for group discussion after listening to tape.	Teacher Counselor Cassette tape called "Are You Listening?" J.C.Penny Co.
C. Focus Group	1. Gain administration and teacher support. 2. Schedule classroom visitation to explain focus group. 3. Arrange meeting time and place, select group members. 4. Facilitate group.	Counselor Printed Pamphlet-"Uses and Modifications of the Focus Group"

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D. Session for Parents in Understanding Their Youngsters and Each Other.	1. Gain approval and support from administration. 2. Contact parents by letter, phone, media, etc. to explain activity. 3. Arrange for time and place for activity. 4. Conduct activities.(self or consultant)	Book-Values Clarification Counselor Consultant Parent Effectiveness Training, Human Development Program, Self Enhancing Education, Values Clarification, Causal Behavior, Depth Unfoldment Experience
OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Relating to Others

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					10. To have better relationships with teachers.			
GRADE___ GRADE___					35. To develop better relationships with other students.			
GRADE___ GRADE___					36. To know how to get along with my family.			
GRADE___ GRADE___					37. To know how to get along with members of the opposite sex.			
GRADE___ GRADE___					40. To develop friendships with both sexes.			

OBJECTIVE: To enable students to become competent in the principles needed for effectively relating with others (peers, family, teachers, significant others).

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Group Counseling Sessions(Micro-labs,Awareness Groups, Encounter Groups)	1. Gain support from administration and teachers. 2. Schedule classroom visitation to explain group purpose and activities, and to solicit participants. 3. Arrange and schedule time and place. 4. Select group members. 5. Facilitate groups on a regular basis.	Counselor
B. Sessions for the Development of Communication Skills; i.e., Active Listening,"I" Messages,Non-verbal Communication, Understanding Affective Communication, and Communication with	1. Gain support and cooperation of administration and teachers. 2. Plan communication session. 3. Arrange for classroom time. 4. Facilitate classroom sessions with the teacher.	Teacher Counselor Book-Awareness Parent Effectiveness Training, Self Enhancing Education

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C. Individual Counseling for Students Expressing an Inability to Relate to Others.	1. In classroom setting, inform students of available individual counseling services. 2. Plan time and arrange for individual counseling sessions. 3. Provide individual counseling sessions.	Counselor
D. Classroom Sessions on Understanding Self and Relating to Others.	1. Gain administrative approval and support. 2. Make necessary arrangements with teachers. 3. Provide in-service sessions for teachers. 4. Start the program in the classroom. 5. Continually support teachers in the use of the program.	Teacher Counselor DUSO Kit, Human Development Program, Teacher Effectiveness Training, Psychological Education, Self Enhancing Education

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Clarifying Values

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pa	not
GRADE___ GRADE___					15. To know how my values affect my career choice.			
GRADE___ GRADE___					24. To know what I believe about religion.			
GRADE___ GRADE___					28. To understand more about sex and love.			
GRADE___ GRADE___					33. To understand more about the use/abuse of drugs, including alcohol.			
GRADE___ GRADE___					42. To be more tolerant of persons whose views differ from mine.			

OBJECTIVE: To clarify values to the extent that students will be able to identify their own values and publicly affirm them. (Drugs, Sex, Religion, etc.)

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Value Clarification Session for All Students	1. Gain adminstrative approval and support. 2. Counselor receives training in value clarification procedures. 3. Counselor trains teachers in value clarification activities and procedures. 4. Schedule time and place for sessions.	Counselor Teacher Books: Values Clarification, Clarifying Values Through Subject Matter, Values and Teaching
B. On-going Value Clarifying Experiences	1. Prepare materials and activities for teachers. 2. Give encouragement and help to teachers. 3. At teacher's request, facilitate or co-facilitate activities.	Teacher Counselor

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C. On-going Small Group Value Clarification Sessions	1. Regularly schedule value clarification sessions. 2. Publicize the sessions. 3. Prepare and facilitate such sessions.	Counselor
D. Value Clarification Through the Writing of Themes or Term Papers on Appropriate Subjects	1. Encourage teachers to use value clarifying assignments in theme or term paper writing. 2. Provide teachers with appropriate value clarifying experiences.	Teacher Counselor

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Assessing Self

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					2. To know more about my strengths and weaknesses.			
GRADE___ GRADE___					5. To have my standardized test scores interpreted to me.			
GRADE___ GRADE___					7. To understand what I can realistically achieve.			
GRADE___ GRADE___					13. To understand my abilities, interests and other characteristics.			
GRADE___ GRADE___								

OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his abilities, interests and academic strengths.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Small Group Test Interpretation Sessions	1. All students will be offered the opportunity to participate in a small group interpretation of the results of the all-school testing program. Emphasis is placed on self-assessment. 2. Duplicate profiles of all testing areas will be completed on a self-assessment basis by all students prior to receiving the scored test profiles. 3. Sessions will be devoted to a discussion of the discrepancies between self-assessment and the standardized assessment. 4. Counselor will arrange for individual appointments with students desiring additional counseling regarding their test results.	Counselor Test profiles Test interpretation materials
B. Drawings and Self-Portraits	1. In small guidance or classroom groups, have students make drawings or self-portraits. 2. Facilitate discussions using the following questions:	Counselor Teacher

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	2. (Continued) "How do you see yourself?" "What traits or skills do you have that you like?" "What traits or skills would you like to develop?"	
OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Making Decisions

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					14. To know how to re-assess and re-evaluate my goals.			
GRADE___ GRADE___					25. To learn how to make decisions.			
GRADE___ GRADE___					26. To set my goals in life.			
GRADE___ GRADE___					59. To learn how to adapt to change.			
GRADE___ GRADE___								

OBJECTIVE: To provide students with opportunities to review alternatives and develop their decision-making ability.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Classroom Activities Related to Decision Making	1. Gain the approval and cooperation of the administration and the teachers. 2. Arrange for classroom time. 3. Develop teacher skills. 4. Facilitate sessions with teachers.	Teacher Counselor Guidance materials: Handbook of Structured Exercises for Human Relations Training, Ten Interaction Exercises for the Classroom
B. Values Clarification	1. Gain the approval and cooperation of the administration and the teachers. 2. Arrange for classroom time. 3. Develop teacher skills, using activities related to decision making. 4. Facilitate sessions with teachers.	Counselor Teacher Book: Values Clarification

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C. Decision Making Films, Cassette Tapes and Programs	1. Arrange for classroom time. 2. Procure tape, fiim, or necessary program materials. 3. Provide follow-up activities.	Filmstrip series "Career Decisions"

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Understanding Sexual Identity

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					6. To receive career counseling that does not limit possibilities because of my sex.			
GRADE___ GRADE___					28. To understand more about sex and love.			
GRADE___ GRADE___					32. To understand the changing roles and expectations of men and women.			
GRADE___ GRADE___					37. To know how to get along with members of the opposite sex.			
GRADE___ GRADE___					40. To develop friendships with both sexes.			

OBJECTIVE: To enable students to become aware and accepting of their own sexual uniqueness.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Small Group Awareness Work	1. Discuss purpose of small group awareness and consciousness raising work with the administration and gain support. 2. Form small groups ranging from 6-8 depending on age. 3. Tape selected commercials showing stereotypes. 4. Plays tapes of TV and radio commercials; discuss roles as depicted by the media and question those roles as to how they define expectations of people according to sex.	Counselor Teacher Commercials such as: New York Life Cleaning Products "Buy me" soap Ms Magazine
B. Small Group	1. Discuss roles of main characters on various television programs focusing on typical hero role of the male,"emotional" female stereotype, females always in comedy roles, violent aspect of male role,etc.	Examples: Mary Tyler Moore Soap operas Medical Center Children's cartoons
C. Small Group	1. Secure copies of elementary school reading books. 2. Students examine elementary readers for sexual sterotyping of characters.	Elementary reading books

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	3. Each student pick a story and describe the main character and how that character relates to others.	Dick and Jane as victims
D. Paragraph on Questions and/or Leads	1. Ask students to write a response to questions similar to following examples. 2. Emphasize that papers will not be graded and will be anonymous. 3. Opportunity for discussion with teacher or counselor will be provided if student chooses. 4. Questions and/or leads a. What would I like to do, but feel I can't or don't because I'm a male or female? b. If I could have had a choice of being female or a male when I was born, I would have chosen to be... c. If you could be anything you wanted to become, what would you be? d. What do I like most about being a male (female)? e. What do I dislike most about being a female (male)? f. Most males are... g. Most females are... h. Are females smarter than, just as smart, or not as smart as males? Defend your position.	Teacher Counselor

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)
	48	49

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STUDENT NEED: Understanding the Guidance Program

GRADE LEVEL	STUDENT NEED s	n	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION n	pn	not
GRADE___ GRADE___					11. To get to know my counselor better.			
GRADE___ GRADE___					29. To talk about personal concerns with a counselor.			
GRADE___ GRADE___					38. To become more fully aware of the services available through the guidance program.			
GRADE___ GRADE___								
GRADE___ GRADE___								

OBJECTIVE: To enable all students, parents and school staff to know the various functions of the guidance program.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. School Guidance Committee	1. A committee of volunteer students, parents, teachers, and school administrators is formed to assist the development and assessment of the school guidance program.	Students Parents Teachers Administrators Counselors
B. Classroom Orientation Sessions	1. With each new class that enters the school, the counselor requests time from appropriate teachers to meet with the students in their classes or homeroom periods to discuss the school guidance program.	Films Audio or Video Tapes Printed Information Demonstrations Counselor Students
C. Teacher Orientation Sessions	1. The counselor meets with each teacher and/or department at least once a year to discuss the school guidance program.	Counselor Teacher

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	2. Input is given to the teachers on the goals, objectives and activities of the guidance program. Feedback is elicited on the effectiveness of the guidance program. 3. Whenever possible, teachers should be released during the school day for these sessions with substitutes hired to replace the teacher.	Substitute teachers Needs Assessment Instrument data
D. Program Information	1. Student guidance bulletins, press releases for local and school newspaper, parent association presentations are regularly prepared.	Interested students Counselor
E. New Student Orientation	1. Place photographs of all new students on a prominent bulletin board. 2. Counselor coordinates this activity with a student club such as a photography club, etc.	Photography Club Counselor

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Selecting Courses and Making Educational Plans

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					1. To select more courses by myself.			
GRADE___ GRADE___					3. To know more about graduation requirements.			
GRADE___ GRADE___					4. To have the counselor help me to find courses relevant to my future.			
GRADE___ GRADE___					8. To receive help in selecting courses.			
GRADE___ GRADE___					9. To find courses which are appropriate to my needs.			

OBJECTIVE: To inform students of available courses, school graduation requirements, and course descriptions in order to make appropriate choices in their educational planning.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Student Handbook	1. A student handbook may be prepared to inform students of the school graduation requirements, course offerings, and course prerequisites. 2. Each student is given a copy at the time of first entrance into school. 3. Revised copies or addenda are distributed to the students as needed. 4. Handbook may contain a four-year plan sheet to assist the student in planning his/her high school course of study.	Student Committee Teachers Counselors Administrators
B. Small Group Course Selection and Registration Sessions	1. Counselor conducts course selection and registration by meeting with groups of approximately 10-12 students. 2. Students complete their course selection and planning in the small groups.	Counselor

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	3. Students desirous of additional course selection counseling are scheduled at this time for individual appointments with the counselor.	
C. Peer-Facilitated	1. Interested upperclassmen are selected to assist the counselor in conducting the course selection and registration process. 2. In-service training is provided for the upperclassmen by the counselors. 3. Large group registration sessions are held under the direction of the counselor. 4. The counselor presents instructions and information concerning course selection and registration to the large group. 5. The large group is then divided into small groups with upperclassmen leading the small groups in personalizing the course selection and registration process.	Student facilitators Counselor

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Making Post High School Plans

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					20. To know how to prepare for careers in which I am interested.			
GRADE___ GRADE___					21. To know how the courses I am taking relate to my career plans.			
GRADE___ GRADE___					22. To know about financial aids.			
GRADE___ GRADE___					53. To become aware of educational alternatives after high school.			
GRADE___ GRADE___					54. To become aware of career training offered in my high interest areas.			

OBJECTIVE: To enable students to become aware and feel comfortable with their immediate plans for post high school involvement, following their completion of high school.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. In-school Educational Career Day	1. One day of each semester is devoted to a discussion of each course's relationship to careers. 2. Teachers plan their class so that students have an opportunity to discuss and see the relationship of the course to possible careers. 3. Counselor coordinates the day's activities through a school planning committee.	School planning committee Students Counselors Teachers Administrators
B. Guidance Information Center	1. Counselor designates an area of his office or special room as a browsing room for information on careers, financial aids, and post high school educational opportunities. 2. Each month a particular informational area is highlighted with appropriate notice being given to the student body.	Office area or room Librarian Secretary or student clerk School bulletin or newspaper

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C. Cartoon Drawings	1. Through an appropriate classroom or in a group guidance session, have students draw a series of cartoons illustrating a school activity for each of the areas of an interest assessment previously administered to the students (e.g., Cluster, Kuder, or Ohio Inventory). 2. Students might work in small groups and present their cartoons and lead discussion on the relationship of school courses and activities to careers.	Interest Inventory interpretation materials Teacher Counselor
D. Post High School Planning Groups	1. Counselor facilitated information and planning groups are held each semester with every student having an opportunity to be a member of such a group. 2. Size of group will be determined by the availability of counselor time. 3. A minimum of one session each of the following topics is held: financial aid planning, post high school educational opportunities, and post high school employment opportunities.	Counselor Various informational materials
E. Parent Meetings	1. An evening session for parents is planned by the counselor to provide information regarding post high school educational opportunities, financial aid, and post high school employment information.	Counselor Various informational materials

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Developing Career Awareness

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					12. To understand the impact of work on my life.			
GRADE___ GRADE___					15. To know how my values affect my career choice.			
GRADE___ GRADE___					52. To know more about possible careers and the world of work.			
GRADE___ GRADE___					53. To become aware of educational alternatives after high school.			
GRADE___ GRADE___					54. To become aware of career training offered in my high interest areas.			

OBJECTIVE: To become aware of the world of work and the possible career paths leading to career competency.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Introduction to the World of Work	1. In a classroom setting or in small groups the counselor will conduct an orientation session to familiarize jr. high students with career clusters and job families. 2. The counselor will conduct an orientation session with all jr. high students to acquaint them with the Guidance Information Center. 3. Class assignments will be made to facilitate a working knowledge of career guidance resource material such as VIEW and the Occupational Outlook Handbook.	Cluster Directory Guidance Information Center Guidance Resource Materials Occupational Outlook Handbook, VIEW
B. School Subjects and Careers	1. The counselor will encourage teachers to relate their subjects to potential careers. 2. The counselor will provide teachers with materials on careers related to the subject(s) they teach. 3. The counselor will help teachers arrange for resource speakers.	Teacher Counselor Resource speakers

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OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Exploring Careers

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	ps	not
GRADE___ GRADE___					47. To visit with people employed in my high interest areas.			
GRADE___ GRADE___					48. To get some on-the-job experiences in my high interest areas.			
GRADE___ GRADE___					49. To do an in-depth exploration of jobs which relate to my interests and abilities.			
GRADE___ GRADE___					51. To have actual on-the-job experiences to know what it is like to be employed.			
GRADE___ GRADE___								

OBJECTIVE: To enable students to explore high interest areas through experiences in and out of the school setting.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Career Day	1. Arrange a career day by having representatives from each cluster available to students. These clusters should be related to a discipline to enhance teacher understanding of related careers; e.g., communications and media clusters should be arranged by the English instructor(s).	Teachers Resource people
B. Guidance Information Center	1. The counselor will maintain a Guidance Information Center which should contain career guidance materials such as: a. Occupational Outlook Handbook b. Microfiche reader and VIEW materials c. Commercially printed career guidance material d. Audio-visual career guidance material e. College catalogs f. Vocational-technical school catalogs and the Vocational-technical school directory g. The "After High School What?" poster h. Financial aid material	Guidance materials

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C. Concentrated Career Research	1. Using the Cluster Interest Inventory as a guide, students will identify high interest career clusters and job families. When these high interest areas have been identified, students will research these areas using material found in the Guidance Information Center.	Cluster Interest Inventory
D. Exploratory Activities	1. The counselor will help promote school or non-school 'hands on' exploratory activities such as VICA (Vocational Industrial Clubs of America) and Exploring Careers, a program sponsored by Boy Scouts of America.	Career clubs

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Planning Careers

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					16. To know how important people influence my career choice.			
GRADE___ GRADE___					20. To know how to prepare for careers in which I am interested.			
GRADE___ GRADE___					50. To develop a flexible career plan.			
GRADE___ GRADE___					55. To talk to a counselor about career planning.			
GRADE___ GRADE___					56. To have my parents involved in my career planning.			

OBJECTIVE: To develop a career plan based on self-knowledge and knowledge of the world of work.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Career Planning Filmstrip	1. The counselor will show and discuss a career planning film.	Career planning film: "Career Decisions: Finding, Getting, and Keeping a Job"--J.C. Penny Co.
B. Cumulative Record	1. The counselor will interpret and review assessment information such as aptitude, achievement and interest batteries, grades, college entrance scores, etc., and help the student relate this information to post-graduate plans.	Assessment information such as: Cluster Interest Inventory ITBS, ITED ACT or SAT Cumulative record GATB or ASVAB

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C. Post High Opportunity Day	1. The counselor will arrange, in conjunction with the Post High School Planning Day, to have representatives of the military, Bureau of Apprenticeship and Training, Federal Civil Service, local business and industry, State Bureau of Personnel, State Employment Security, and others on hand to visit with those students not planning for further institutional training.	Representative of: Armed Service Federal Civil Service State Bureau of Personnel State Employment Security Local business men

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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STUDENT NEED: Finding Jobs and Careers

GRADE LEVEL	STUDENT NEED s	m	w	no	RELATED ASSESSMENT ITEMS	STUDENT SATISFACTION m	pm	not
GRADE___ GRADE___					17. To know how to apply and interview for jobs.			
GRADE___ GRADE___					18. To know where to start looking for a job.			
GRADE___ GRADE___					19. To get help in finding part-time or summer work.			
GRADE___ GRADE___					57. To know what jobs are available locally.			
GRADE___ GRADE___					58. To become aware of the employment outlook in my high interest areas.			

OBJECTIVE: To assist interested students in obtaining part-time, summer, or full-time employment after graduation.

YOUR CRITERIA FOR EVALUATION: _____

SAMPLE ACTIVITIES	PROCEDURES	POSSIBLE RESOURCES
A. Job Seeking Skills	1. The counselor will develop a plan with the sr. high teachers whereby all students will learn: a. where to look for work. b. how to apply for work. c. how to write a resume. d. how to interview for a job. e. how to get a raise or promotion. f. how to leave a job. g. how to determine take-home pay.	Teacher Counselor
B. Referral Procedure	1. The counselor will contact local Employment Security Office and develop a plan for referring students interested in obtaining part-time work, summer, or full-time employment. 2. The counselor will contact the local Chamber of Commerce,	State Employment Security Chamber of Commerce Local representatives of business and industry

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	representatives of business and industry, and other community organizations and inform them that the school is interested in helping students find summer, part-time, and full-time employment.	
	3. Working with the counselor, vocational subject teacher will assist students who are job ready find entry level jobs in their career area. The clerical instructor, for example, will help job ready clerical students find clerical positions.	Vocational subject instructor
C. Job Bank	1. The counselor will arrange to receive the Job Bank Index on a weekly basis. The Index lists current openings of the Employment Security. Information in the Job Bank Index includes location of the job, starting pay, education and experience requirements, and other basic information	Job Bank Index

OTHER LOCAL ACTIVITIES	PROCEDURES	RESOURCE(S)

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NEEDS ASSESSMENT INSTRUMENT

Grade_____

DIRECTIONS: Listed below are possible needs of students your age. In the column on the left mark an X in the box which best describes how important the need is to you.

In the column on the right mark an X in the box which best describes how well that need is being met for you.

EXAMPLE

Strong Need	Moderate Need	Weak Need	No Need	I NEED:	Need Being Met	Need Partially Being Met	Need Not Being Met
X				To learn how to develop independence.		X	

The above example demonstrates a strong need which is partially being met. Complete all items.

S = Strong Need
M = Moderate Need
W = Weak Need
NO = No Need

M = Need Being Met
PM = Need Partially Being Met
NOT = Need Not Being Met

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NEEDS ASSESSMENT INSTRUMENT Grade_____

S	M	W	NO	I NEED:	M	PM	NOT
				1. To select more courses by myself.			
				2. To know more about my strengths and weaknesses.			
				3. To know more about graduation requirements.			
				4. To have the counselor help me to find courses relevant to my future.			
				5. To have my standardized test scores interpreted to me.			
				6. To receive career counseling that does not limit possibilities because of my sex.			
				7. To understand what I can realistically achieve.			
				8. To receive help in selecting courses.			
				9. To find courses which are appropriate to my needs.			
				10. To have better relationships with teachers.			
				11. To get to know my counselor better.			
				12. To understand the impact of work on my life.			
				13. To understand my abilities, interests and other characteristics.			
				14. To know how to reassess and reevaluate my goals.			

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S	M	W	NO	I NEED:	M	PM	NOT
				15. To know how my values affect my career choice.			
				16. To know how important people influence my career choice.			
				17. To know how to apply and interview for jobs.			
				18. To know where to start looking for a job.			
				19. To get help in finding part-time or summer work.			
				20. To know how to prepare for careers in which I am interested.			
				21. To know how the courses I am taking relate to my career plans.			
				22. To know about financial aids.			
				23. To understand, accept and like myself better.			
				24. To know what I believe about religion.			
				25. To learn how to make decisions.			
				26. To set my goals in life.			
				27. To develop confidence in myself.			
				28. To understand more about sex and love.			

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S	M	W	NO	I NEED:	M	PM	NOT
				29. To talk about personal concerns with a counselor.			
				30. To have someone listen to me when I have a problem.			
				31. To learn how to tell others how I feel.			
				32. To understand the changing roles and expectations of men and women.			
				33. To understand more about the use/ abuse of drugs, including alcohol.			
				34. To understand how my feelings effect my behavior.			
				35. To develop better relationships with other students.			
				36. To know how to get along with my family.			
				37. To know how to get along with members of the opposite sex.			
				38. To become more fully aware of the services available through the guidance program.			
				39. To be a better listener and respond better to others.			
				40. To develop friendships with both sexes.			
				41. To independently state my own views.			
				42. To be more tolerant of persons whose views differ from mine.			

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S	M	W	NO	I NEED:	M	PM	NOT
				43. To better understand my teachers.			
				44. To better understand adults.			
				45. To more easily accept others.			
				46. To build bonds of trust with people.			
				47. To visit with people employed in my high interest areas.			
				48. To get some on-the-job experiences in my high interest areas.			
				49. To do an in-depth exploration of jobs which relate to my interests and abilities.			
				50. To develop a flexible career plan.			
				51. To have actual on-the-job experience to know what it is like to be employed.			
				52. To know more about possible careers and the world of work.			
				53. To become aware of educational alternatives after high school.			
				54. To become aware of career training offered in my high interest areas.			
				55. To talk to a counselor about career planning.			
				56. To have my parents involved in my career planning.			

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S	M	W	NO	I NEED:	M	PM	NOT
				57. To know what jobs are available locally.			
				58. To become aware of the employment outlook in my high interest areas.			
				59. To learn how to adapt to change.			
				60. To learn how to be more accepting of my appearance.			

List below any additional needs you feel are important to you and the degree to which they are being met.

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10. "Due Process"
Group Methods Designed to
ACTUALIZE HUMAN POTENTIAL
Herbert A. Otto
Achievement Motivation Systems
1439 So. Michigan Ave.
Chicago, Illinois 60605

11. DUSO Kit
American Guidance Services Inc.
Circle Pines, Minnesota 55044

12. Focus Groups
"Uses and Modifications of the Focus Groups" Printed Pamphlet
Harmin, Merrill and Saville Sax
Southern Illinois University
Edwardsville, Illinois 62025

13. Handbook of Structured Exercises for Human Relations Training
Pfeiffer, William and John Jones
Iowa University Associates Press
Iowa City, Iowa 52240

14. Human Development Program
Human Resources Development Training Institute
4455 Twain Ave. Suite H
San Diego, California 92120

15. Job Bank Index
Employment Security Division of South Dakota
Box 730
Aberdeen, South Dakota 57401

16. Magic Circle Kit
Human Development Training Institute
4455 Twain Ave. Suite H
San Diego, California 92120

17. MS.
123 Garden Street
Marion, Ohio 43302

18. Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, Missouri 64106

19. "Only Human"
Film--National Institute of Mental Health
Available from Film Library
South Dakota State University
Brookings, South Dakota 57006

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20. Parent Effectiveness Training
The Tested New Way to Raise Responsible Children
Thomas Gordon
Peter H. Wyden, Inc. Publisher
New York, N.Y. 10001

21. Psychological Education Project
Sprinthall, Norman and Ralph Moser
Harvard Graduate School of Education
Cambridge, Massachusetts 02138

22. Self Enhancing Education
Randolph, Norma and William Howe
Stanford Press
Palo Alto, California 94302

23. Ten Interaction Exercises for the Classroom
N. T. L. Institute for Applied Behavorial Sciences
1201 16th St. N.W.
Washington, D. C. 20036

24. The Ungame
KIMM Company
A Division of Manson Western Corporation
12031 Wilshire Blvd.
Los Angeles, California 90025

25. Values Clarification
Simon, Sidney, Leland Howe and Howard Kirschenbaum
Hart Publishing Co., Inc.
New York, New York 10001

26. Values and Teaching
Raths, Louis, Merrill Harmin and Sidney Simon
Charles Merrill Pub. Co.
Columbus, Ohio 43216

27. View
"Vital Information for Education and Work"
S. D. Division of Vocational and Technical Education
State Capitol
Pierre, South Dakota 57501